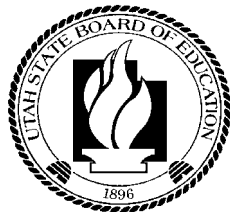


**The Report of the
Accreditation Visiting Team**

**Fremont High School
1900 North 4700 West
Plain City, Utah 84404**

December 4-5, 2003



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Fremont High School
1900 North 4700 West
Plain City, Utah 84404**

December 4-5, 2003

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, December 4-5, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Fremont High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Reid Newey is commended.

The staff and administration are congratulated for the generally fine program being provided for Fremont High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Fremont High School.

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State Superintendent
of Public Instruction

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Executive Officer

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Secretary

**Board of Regents Appointments*

10/30/03

WEBER SCHOOL DISTRICT

BOARD OF EDUCATION

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Robert W. Wood.....	Director Student Services
Lex Puffer.....	Supervisor Secondary Education
Dr. Robert Petersen.....	Business Manager
Drew Wilson.....	Director Buildings and Grounds
Monty J. Hadley.....	Supervisor Transportation and Maintenance
Michael Skeen.....	Supervisor Elementary Education
Kathy Harris.....	Supervisor School Lunch

FREMONT HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Reid Newey.....	Principal
Ray Long.....	Assistant Principal
Jan Hoch	Assistant Principal
Lynn Raymond	Assistant Principal

Counseling

Karen Phillips.....	Counselor
Kim Deamer.....	Counselor
Tiffany Toyn	Counselor
Dale Gibb.....	Counselor
Tami East	Counselor

Support Staff

Specialists	Caleen Jensen	Tressia Reid
Claine Stenquist	Ann LaFleur	Robin Barnett
Larry Leatham	Teddi Lambeth	Carl Watkins
Don Carter	Kristina Manus	
Sharon Buchanan	Chris Osborn	Cooks
Gary Worthen	Shelley Parker	Gailene Creager
	Pam Pontius	Sharon Daines
Secretaries and Aides	Pam Rawson	Elaine Draper
Jodi Arroyo	Joyce Schmittling	Julie Fox
Mandee Blakeley	Billie Stark	Sandie Geisler
Jill Bennion	Karen Sutton	RaeAnn Hainline
Kylee Bennion	Michelle Tanner	Brenda Jackson
Vickie Carver	Linda Thomas	Karma Monson
Connie Freestone	Roxanne Wilson	Judy Pierce
Sharon Freestone		Bonnie Pope
Stan Fuller	Custodial Staff	Debbie Quinton
Carol Hadley	Jack Hodson	Lorraine Vause
Kay Hadley	Mark Minnoch	

Faculty

Geoff Anderson
Jay Anderson
Ross Arnold
Lynette Atkinson
Bryce Ballif
James Bell
Amy Boden
Taunya Brooks
Bruce Burningham
Gina Butters
Parlena Covington
Dave Creager
Kim Deamer
Craig Demorest
Shane Denton
Carol Durkee
Tamera East
Jo Egelund
Clyde Ellertson
Arne Erisoty
Anneke Fox
Justin Frost
Jim Fuller
Dale Gibb
Shaun Graves
Bernie Graziano
Larry Hadley

Art Hansen
Jerrie Lin Hansen
Nick Harris
Stacy Harris
Heidi Hess
RuthAnn Hess
Sarah Hurst
Heather Johnson
Brent Jones
Pat Jorgensen
Gayle Kelley
JoLeigh Kerr
Margie Kunz
Maren Malan
Carol Manning
Cathy Marler
Debi McKee
Jace McKee
Colleen Merrell
Georgiana Miyagishima
Blaine Monkres
Libby Monson
Michelle Montierth
Gary Mulvey
Patrick Murphy
Phyllis Nelson
Michele Parry

Emmalou Penrod
Karen Phillips
Dale Pollard
Tara Pollard
Blair Powell
Chris Price
Ron Prothero
Randy Qualls
Julie Rasmussen
Hal Raymond
Mark Rhead
Joel Rhoades
Jill Sablatura
Dominique Sanders
Debbie Saunders
Tiffany Shulz
Marilyn Smith
Ann Stott
Cheryl Strong
MaryAnn Taylor
Fred Thompson
DeAnn Thorpe
Pat Thorpe
Tiffany Toyn
Julie Whipple
Diana Wilhelmsen
Phil Woolston

FREMONT HIGH SCHOOL

MISSION STATEMENT

FREMONT HIGH SCHOOL.
WE EDUCATE AND INSPIRE.
PREPARE TO LEARN.
PREPARE FOR LIFE.

BELIEF STATEMENTS (Termed “Vision Statements”)

Every student will have the opportunity to graduate from Fremont High School.

Each student will accept responsibility and accountability for his or her learning choices and his or her actions.

Staff members will be professionals who consistently work to improve teaching and learning for students and themselves.

Students and staff will contribute to a safe, clean, and attractive environment, which is conducive to a physically and emotionally safe and positive learning experience.

Students, staff and community members will improve the climate and balance of our school by being involved, supportive, positive and by working cooperatively toward achieving educational goals.

The Fremont High School staff will foster all students’ inherent desires and abilities to learn and achieve skills they will use throughout their lifetimes.

All staff members will serve as student advocates by exemplifying and reinforcing good character as an important part of education.

Students, staff and community members of Fremont High School will interact with others in a positive, healthy way, respectful of differences.

Students will graduate prepared for post high school education and occupation opportunities.

Each teacher will be responsible for integrating a competency-based curriculum, facilitated by a variety of effective styles and strategies.

Educators will share ideas and pertinent information, which promotes consistent and integrated learning.

Students will demonstrate respect for teachers, other students, public and private property, and the community.

Students and teachers will have access to current materials and technology to facilitate effective teaching and instruction.

MEMBERS OF THE VISITING TEAM

Dr. Ralph P. Vander Heide, Accreditation Consultant,
Visiting Team Chairperson

Elouise Lamb, Kearns High School, Granite School District

Marsha Morgan, Copper Hills High School, Jordan School District

Lou Ann Rees, Ogden High School, Ogden School District

Tom Sherwood, Brighton High School, Jordan School District

Gary Turner, Wasatch High School, Wasatch School District

VISITING TEAM REPORT

FREMONT HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Fremont High School is located in a semi-rural region of Weber County in Plain City, Utah. The area is rapidly becoming urbanized as farms give way to subdivisions.

The school, in its tenth year of operation, serves some 1,835 students from Wahlquist and Rocky Mountain Junior High Schools. More than one half of the teachers have been at Fremont High School since it opened. There exists a feeling of pride and ownership among these senior faculty members, who, as they retire, are being replaced by relatively young educators new to the profession but eager to build traditions and to continue the process of establishing an ethos of constant improvement.

The entire school staff consists of a principal and two assistant principals, one administrative intern, five guidance counselors, seventy-four teachers, seven secretaries, sixteen aides, five full-time custodians, fifteen cooks, one ATE coordinator, one School-to-Careers coordinator, one law enforcement officer, one computer technology specialist, and one media specialist.

The faculty is organized into fifteen curricular departments, with one member of each department serving as chair. The goal of this organizational structure is to increase departmental collaboration and communication in order to improve student learning; it is assumed that closer collaboration will foster more careful examination of teaching strategies and shared evaluation of teaching/learning research.

The Visiting Team notes that departmental collaboration time is built into the school schedule. One secretary disaggregates research data and puts it into useable a form for the departments.

Over the past two years extensive professional development has been presented to teachers in the areas of best practices in education, brain compatible learning and learning styles, and Utah's accreditation process.

Two years ago stakeholders adopted a school improvement plan. The school believes that the desired results for student learning (DRSLs) developed through that plan and the accreditation self-study process will serve as a guide for student achievement now and in the future.

The school has engaged in a systematic process of collecting and managing profile data, including the following:

- Information and statistics on all faculty and staff
- Data on various standardized tests
- Faculty advisory assignments
- Staff-student ratios
- Demographic information and ethnic composition of the student body
- Organizational chart
- Advanced Placement information
- Applied technology information
- Economic profile (percentage of students receiving free or reduced-price lunch)

The entire profile of the school is separately bound and contains more information than is indicated above. The school has disaggregated the information and is using and applying it to improve learning.

Graphic overviews that clearly portray the relationships between the various sets of data are given.

a) *What significant findings were revealed by the school's analysis of its profile?*

The community is comprised of middle-class single-family homes with little ethnic diversity. According to the data, only 4.7 percent of the student body is on fee waiver.

The collection of data for each of the critical domains of information is comprehensive and provides an accurate reflection of a school climate that promotes academic excellence. Student tardiness and attendance have improved through a consistent, uniform policy implemented through the current administration. SAT scores are improving as well. A pre- and post-reading test, the Gates McGinite Reading Test, is used to assess the reading levels of the students. Reading classes are taught to improve literacy.

b) *What modifications to the school profile should the school consider for the future?*

The school profile included an extensive portfolio of data that supports a healthy environment for learning. Perhaps in the future the data could be disaggregated to include a gender analysis.

Suggested Areas for Further Inquiry:

See the above section.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Prior to the conceptualization of Collaborating for Student Achievement, Fremont High School implemented a process for conducting a yearly needs assessment and using this information to form interdisciplinary committees for addressing school concerns. All members of the staff and administration serve on interdisciplinary committees or focus groups. Although parents and students were invited to participate, representation from these stakeholders was limited at best.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study process was fully employed by the school, as is reflected by the analysis of the school's strengths and limitations. The school is to be commended for its effort. The data and analysis support the action plan that is being implemented schoolwide.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Fremont High School's desired results for student learning (DRSLs) are as follows:

1. Literacy/Numeracy
2. Technology
3. Collaboration
4. Thinking/Reasoning
5. Citizenship

For each of the above DRSLs, the school has written specific indicators of achievement in the format "students will..." The DSRLs drive the school's action plan and are aligned with and reflect the mission statement and vision statements. These desired learner outcomes reflect meaningful and sufficiently challenging goals for student learning.

The Visiting Team observes that in establishing the DSRLs, the stakeholders of Fremont High have analyzed student learning needs, reviewed the mission and belief statements, and reviewed current school, district, state, and national goals for student learning. The DSRLs are research-based and data-driven. Furthermore, they cross all discipline

content areas. They reflect the Utah Life Skills and future trends. They focus on curriculum, instruction, and assessment, and they provide a foundation for improvement.

The profile data are being analyzed to provide the “big picture” about the performance of Fremont High.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school has done this to a great extent. All stakeholders have been involved in developing the mission and beliefs.

The Visiting Team observes that the mission statement reflects learning as the top priority of the school. It is clear, concise and precise. It can be easily understood and describes a compelling purpose and direction for Fremont High School.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The Visiting Team observes that the belief (“vision”) statements should serve as powerful determinants of the quality and productivity of the instructional program at Fremont High School. It appears that they drive the mission of the school, which is summarized in the mission statement. They are clearly stated and free of jargon. It appears that all constituents of Fremont High School can easily understand them. The beliefs reflect significant educational research.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team observes that the mission statement reflects learning as the top priority of the school. It is clear, concise and precise. It can be easily understood and describes a compelling purpose and direction for Fremont High School. Together, the beliefs and mission statement provide the foundation for all policies, procedures, guidelines, and practical decisions that support the achievement of the desired results for student learning.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum implementation plan is focused on ensuring the alignment of teaching strategies, learning activities, instructional support, resources, and assessments of student learning with the curriculum.

Extensive and ongoing support is provided for the effective use of research-based instructional practices in implementing the curriculum through staff development programs, collegial planning sessions, coaching, etc.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

All faculty members at Fremont High have collaboratively developed a system to integrate the DRSLs into their daily instruction. Additional support and professional development time and training have been provided by the administration for the faculty, through altering the bell schedule to allow teachers to maximize collaborative efforts.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level, as well as parents and community members. The development of the curriculum addresses the diverse learning needs of students, without compromising the essential knowledge and skills that all students are expected to achieve.

Support is provided for the effective use of research-based instructional practices in implementing the curriculum.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

A positive academic learning climate is established. Emphasis is placed on both students' achievement of essential knowledge and skills, and on higher-order thinking skills that require students to apply their learning in meaningful contexts. The school provides opportunities for students to improve and enrich their learning through expanded uses of time, facilities, and instructional resources, and through collaborative networks of support within the school, at home, and across the community.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided with additional time every Wednesday to receive additional support and instruction as needed.

Math labs are available for students who are interested in receiving additional math instruction or who need additional time to complete math assignments. Math tutoring is also available every Tuesday, Wednesday, and Thursday from 5 p.m. to 7 p.m.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The school is working hard to achieve this as part of the effort to accomplish to the DRSLs. The development of summative and formative assessments is based on a clear definition of the type of achievement to be assessed and the performance standards for evaluating the quality of students' achievement.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The selection of the method of assessing student learning is based on the type of learning to be assessed, the specific performance standards for evaluating student achievement, and the purpose of the assessment.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Assessments of student learning and grading practices are fair. Performance standards and criteria for judging student performance are established and shared with students in advance of the assessment and are consistently applied on an equitable basis.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Fremont High has exemplary leadership, which has been key and fundamental to the school improvement processes currently in place. An informal self-study and positive response system began immediately with the advent of a new principal

and administrative team. Current Fremont High leadership has been and continues to be engaged in knowing their school and responding to its needs. Fremont High has a clear and well-communicated vision. Defined strengths are accurate and authentic, and recommendations for growth are focused and based on clear knowledge of the school and of best practices.

The school has established a strong and positive academic learning climate in which teaching and learning are actively supported. There is a culture of high expectations for student and staff.

The school is in the process of maintaining a constant and steady focus on instructional goals. The depth of the commitment of the school to improving student learning is clearly evident. This is not just the perception of the Visiting Team; it is the prevailing sentiment of the students, staff, parents, and community members that Visiting Team had the opportunity of meeting with.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The school leadership is to be applauded for creating a school-day structure that allows a realistic time slot for teachers to collaborate and implement best practices. Likewise, leaders have been wise and proactive in seeking and providing dynamic and appropriate best practice training. The monthly faculty meeting format that facilitates teachers sharing their “best practice” knowledge and experiences with their colleagues is refreshing and productive.

Decisions are directly aligned with the school’s beliefs and mission, and advance the achievement of the school’s goals. Decisions related to the instructional process are based on validated, research-based practices. The design and selection of instructional strategies and learning activities is based on the essential knowledge and skills for student learning. The results of assessments of student learning are reviewed for the purpose of improving instructional effectiveness.

Adjustments or modifications to the instructional process are made based on the analysis of the results of assessments of student learning. This is especially evident in the fact that teachers **across the curriculum** have received and embraced the Six Traits Writing training, and the fact that students are frequently engaged in written communication based on consistent standards and expectations. Reading classes, math labs and tutoring, and the Early Opportunity structure are all excellent examples of *wise and effective* leadership decisions.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Although the school's current improvement plan is relatively new, the current practices indicate active monitoring of student progress. The school's action plan indicates that this will continue to be the practice. It will be extremely important to Fremont High's continued progress and success that assessment tools continue to be developed, refined, and utilized.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Observations and interviews provided strong indication that administrative presence in classrooms and focus on classroom instruction has been significant in teacher and student responses to school improvement. Schoolwide policies and operational procedures are consistent with the school's beliefs and mission, and are intentionally designed for the purpose of maximizing student learning. The school is organized for student and staff success in achieving the school's goals.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources that align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The decisions related to the allocation and use of resources are systematically aligned with the school's goals. Trust lands money dedicated to improving reading skills is just one of many examples of this goal-oriented alignment

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Positive and productive working relationships are established among students, teachers, support staff, and administrators. There is strong evidence of the effectiveness of the work of the school's stakeholders as a learning community.

The school's dedication to creating and supporting a learning environment for students that nurtures a sense of caring and belonging is evident in every facet of the work of the school.

Extensive support is provided to establish collaborative and interdependent teams to achieve the school's goals.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed with the evidence that indicates that most students feel themselves to be a part of the school community, and feel that they are invited to participate in school activities, organizations, and clubs. Students also feel that teachers are fair and very helpful, both inside and outside of the classroom. Furthermore, students consider their counselors and vocational personnel to be helpful and eager to assist them. As a result of Visiting Team interviews and observations, it is clear that Fremont High School embraces diversity and differences among the student population, as evidenced by the desire to meet the unique needs of individual learners and offer programs that support inclusion throughout the school. It is evident that the faculty is supportive of student participation in a number of focus groups to build morale and school involvement in a variety of areas.

There also appears to be cooperation and collegiality within departments.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Evidence indicates that the school is aware that parental involvement is a critical component for student success. It is clear that efforts are being made to inform and include parents of the operations of Fremont High School. For example, parents are involved with the school leadership on the Community Council that meets every other month and the PTSA that meets monthly. Parent groups reported that the school is highly responsive to parental concerns, and the administration is consistent in extending invitations to attend extracurricular activities, sporting events, and fine arts performances.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Fremont High School's administration supports school improvement initiatives and professional development. The staff is encouraged to take advantage of subject area workshops and inservice opportunities. Teachers receive a monthly copy of *Phi Delta Kappan, The Professional Journal for Education*. Articles are presented and discussed by faculty members at bi-monthly professional development/collaboration meetings. The articles cover topics such as teaching strategies, assessment and evaluation, and program development.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It is evident that the school administration actively supports individual and staff opportunities for teacher development. Teachers feel that the administration provides a positive and nurturing culture for both teachers and students. Teachers are encouraged to make changes and continuous improvement in the academic curriculum.

Fremont High School communicates with its stakeholders in a variety of ways, including newsletters, an accessible web site, parent-teacher conferences, and other personal contacts when necessary.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

The educational program at Fremont High School complies with the requirements of NAAS, which cover the following:

- Mission and beliefs
- Program of studies
- Policies and procedures
- Student conduct and attendance

Furthermore, the courses at Fremont High School are aligned with the Utah Core Curriculum. The overall program is consistent with the school's mission and beliefs.

Standard II – Student Personnel Services

Student personnel services are designed to give systematic assistance to students in accordance with this standard. It appears that an effective program is in place, which facilitates the total development of each student and complies with Utah's Comprehensive Guidance requirements. The counselor-student ratio is 1 to 367.

Standard III – School Plant and Equipment

This standard is adequately met.

Standard IV – Library Media Program

The school librarian/media specialist is properly licensed as per this NAAS standard. The school library/media program contributes to the achievement of the school's DRSLs. The library provides resources, instructions, computers, and

activities that help both students and staff to become independent lifelong learners.

Standard V – Records

Records are kept as per NAAS requirements.

Standard VI – School Improvement (This is addressed in the self-study.)

See the action plan (Chapter 5) and comments throughout this report.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met. As noted elsewhere, the principal and his assistants provide the educational leadership necessary to set and achieve school objectives and improve the educational program. Each is properly licensed in Utah.

Standard IX – Teacher Load

This standard is not met. Due to the block schedule, several teachers are meeting excessive numbers of students.

Standard X – Activities

This basic standard is met and exceeded. Students of all ability levels have numerous extracurricular activities to choose from. The school provides a program that is consistent with its mission and beliefs. Equal opportunity is provided.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan attempts to align improvement efforts to the DRSLs. It is well thought out and includes a time line, estimated resources, and person(s) responsible. It includes progress indicators to judge whether progress is being made, but is lacking in the statement of a final goal to be reached. Also, student collaboration is listed as a DRSL, but is not addressed in the school's action plan.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The Visiting Team is confident that the site leadership will continue to work toward awareness of and commitment to the action plan. It is progressing according to the time line outlined in the implementation plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The current action plan articulates an effective method for monitoring the accomplishments of the schoolwide action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Stakeholders of Fremont High School have made great effort to prepare a self-study that complies with the guidelines of *School Improvement: Focusing on Student Performance* by Kathleen A. Fitzpatrick, Project Director, published by the National Study of School Evaluation (NSSE). The school has also consulted the Utah accreditation manual, *Collaborating for Student Achievement*.
- The Visiting Team commends stakeholders for being forthright in evaluating their school and preparing the self-study. Frankness and a desire to improve appeared to be commonly shared sentiments.
- Fremont High School has made an outstanding beginning toward institutionalizing the process of reflective inquiry, which should lead to the school being internally responsible for the creation and maintenance of high standards. Stakeholders appear to sincerely believe that the improvement of teaching and learning must be an intentional and ongoing process.
- The Visiting Team commends the profitable use of faculty meeting time for staff development.

- Extensive inservice training has been offered to the faculty in the areas of brain research, best practices, and the Utah/NAAS accreditation process.

Recommendations:

- The Visiting Team perceives a need for “interreliability training” of the faculty so that the Six Traits of Writing are judged in the same manner in all disciplines.
- The Visiting Team recommends that the school continue to seek more effective means of informing the community about the many positive accomplishments at Fremont High School. Surveys indicate that, in spite of the school’s efforts, many parents continue to be unaware of goals and achievements
- In order to come into full compliance with NAAS Standard X, the school must make an effort to reduce the high number of students being met by several teachers.